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ABSTRACT

The master plan set forth in this document is the blueprint for restructuring vocational education in Texas. At the elementary and secondary level, the State Board of Education's mission for public education calls for all students to receive an education that will enable them to live and work in a changing society. To fulfill this mission, the plan emphasizes the need for strong academic foundations, awareness of a broad range of career opportunities, and occupationally relevant education appropriate for the Texas economy of the 21st century. Within this context, the master plan has been developed in a three-part format. Part I addresses elementary and secondary education. Section A sets forth the goals and selected objectives in the Long-Range Plan for Texas Public School Education. Career development strategies and management action plans have been created to achieve these goals. These strategies are also considered objectives for vocational education. Section B of Part I provides a series of tables outlining the expected outcomes and the time frame for implementation of each of the State Board's directives for restructuring vocational education. Part II focuses on postsecondary vocational-technical education, and Part III provides the framework for implementing regional planning for vocational-technical education. (KC)

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Career Opportunities in Texas:

A Master Plan for Vocational Education

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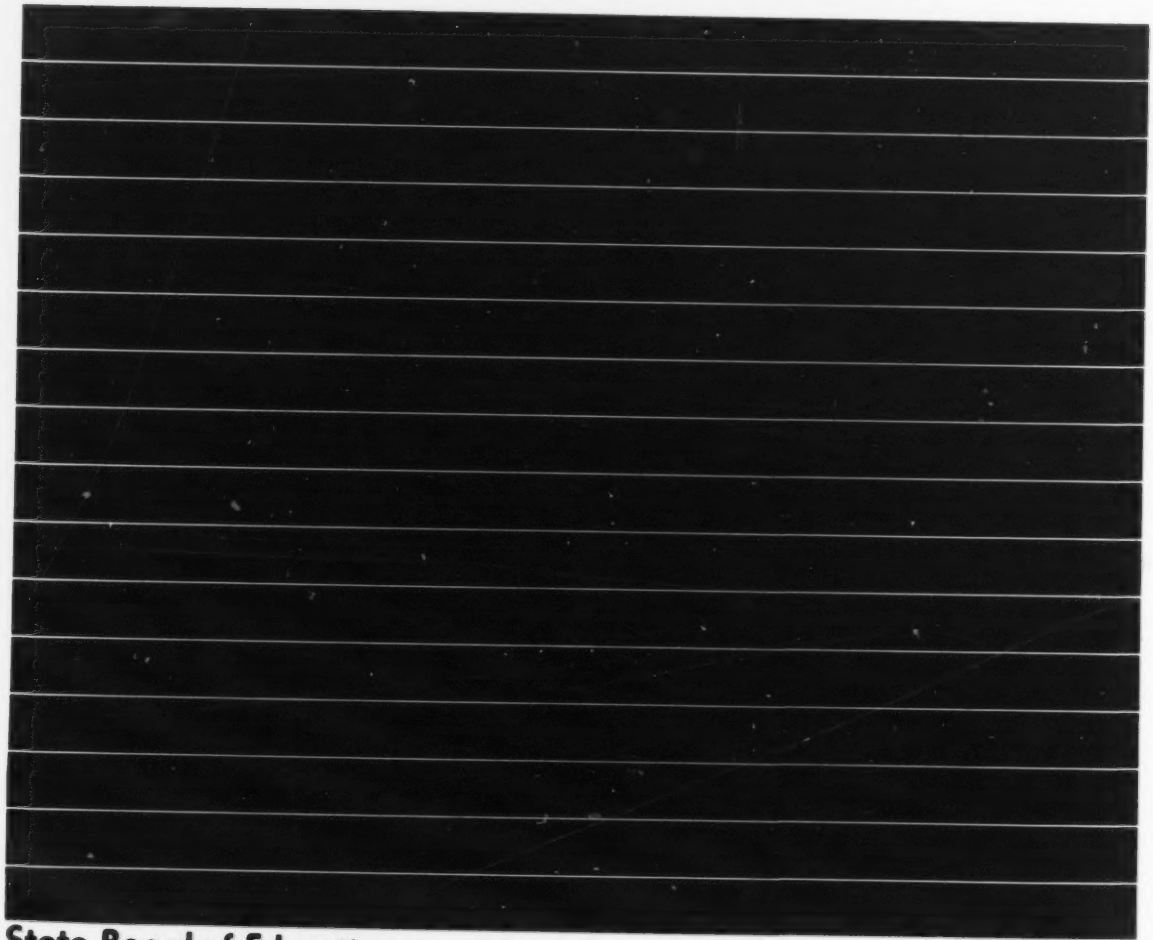

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State Board of Education

Austin, Texas

Career Opportunities in Texas:

A Master Plan for Vocational Education

State Board of Education
January 10, 1987

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Foreword

House Bill 72, Second Called Session, 68th Legislature, 1984, directed the State Board of Education to develop both a long-range plan for public education and a master plan for vocational education. The State Board of Education approved a mission statement, goals, and objectives for the long-range plan in May 1986. The task force appointed to develop the vocational education master plan presented an initial draft to the State Board of Education for consideration in February 1986. The work of task force members provided a valuable starting point for State Board of Education consideration of new directions for vocational education. The State Board of Education expresses appreciation to the members of the task force for their contributions to this process.

The plan for elementary and secondary education which follows is based on the Board's statement of the mission for public education and the long-range goals and objectives. It follows the directives of the State Board of Education for refocusing vocational education in the elementary and secondary public schools. The Coordinating Board, Texas College and University System, developed components of the plan related to postsecondary and adult education.

Mission of Public Education in Texas

Texas is moving toward the 2lst century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the state is responsible for preparing our children to live and work in this changing future.

All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their individual abilities, students will be provided the opportunity to develop the ability to think logically, independently, and creatively and to communicate effectively. Educating our children to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, equity, and accountability. Instruction must be provided at the highest levels of **quality**. Educational opportunities and resources must be distributed with **equity** for all students. The educational system must maintain **accountability** for demonstrated results and continuous improvement. Such a system will have the vitality to prepare our children for the changes and the challenges of the future, a future which will belong to the educated.

The above mission statement approved by the State Board of Education on May 10, 1986.

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Introduction

The master plan set forth in this document is the blueprint for restructuring vocational education in Texas. At the elementary and secondary level, the State Board of Education mission for public education calls for all students to receive an education that will enable them to live and work in a changing future. To fulfill this mission, the plan emphasizes the need for strong academic foundations for all students, awareness of a broad range of career opportunities, and occupationally relevant education appropriate for the Texas economy of the 21st century. At the postsecondary level, the plan is designed to meet the employment needs of the state for a skilled work force. The broad spectrum of student interests, abilities, and needs are to be met, while fulfilling the short- and long-range employment demands of the public and private sector.

Within this context, the master plan has been developed in a three-part format. Part I addresses elementary and secondary education. Part II focuses on postsecondary vocational-technical education. Part III provides the framework for implementing regional planning for vocational-technical education.

The plan for elementary and secondary education has two parts. Section A sets forth the goals and selected objectives in the *Long-Range Plan for Texas Public School Education*. Career development strategies and management action plans have been developed to achieve these goals and objectives. Although displayed as strategies to accomplish the Long-Range Plan objectives, the strategies are also considered objectives for vocational education. The career development strategies are based on the directives of the State Board of Education as well as the objectives and strategies developed by the Task Force for Development of the Master Plan for Vocational Education. Part B provides a series of tables outlining the expected outcomes and time frame for implementation of each of the State Board of Education directives for restructuring vocational education.

A number of basic principles guided the development of the plan to restructure vocational education in Texas public schools. First, education must prepare students for productive lives in the changing Texas economy. The rapid rate of technological change will require workers to update skills and to change not only jobs but occupations throughout their working lives. This means students must be taught how to think. They must learn how to apply skills they already have to new work environments. They must be prepared for new and emerging occupations—not just for jobs that are in demand today. In identifying these occupations and the relevant secondary preparation, leaders of business and industry and higher education must be actively involved.

Second, preparing all students to work in our changing national economy requires that academic foundations receive top priority. Vocational education must be a supplement to, not a substitute for, academic skills. Specific occupational training must be postponed until the latter years of secondary education.

Third, if all students are to be prepared, the gulf between academic and vocational education must be bridged. In the proposed system, all students will receive a basic academic foundation, and some students will choose to take vocational education courses. This integrated curriculum approach will help eliminate any unnecessary overlapping of vocational and academic courses. Beginning in the early grades, all students must have an opportunity to develop the personal and social values related to the work ethic. The total school curriculum should open doors to the wide range of career options available. The curriculum structure should ensure that students have the opportunity to attain all educational prerequisites needed for careers upon which they embark.

Fourth, the curriculum must be flexible. It must be designed to foster student options, not foreclose them at an early age. Courses specified as prerequisites should be limited to those essential for mastery of technical skills. Students should have the flexibility to take one or two courses to meet short-term training needs. Choice of occupational areas of interest should be postponed until the latter years of high school when students have developed solid academic foundations and have clarified career interests.

Fifth, the curriculum must be adaptable to students with special needs. Students should not be tracked into low-level jobs. This will require careful coordination with the Board's efforts to devise meaningful alternatives to social promotion. Until the achievement gap between educationally disadvantaged and other students is closed, the needs of currently undereducated students must be specifically addressed.

Sixth, the system for developing career opportunities must be accountable. Students must be adequately prepared to meet current and emerging needs of business and industry or to continue their education at the postsecondary level. An effective partnership must be forged among education at the secondary and postsecondary level, business and industry, and governmental agencies at all levels. Coordinated delivery and regional planning are essential if increasingly scarce resources are to be used efficiently and effectively. Measures of student performance must be devised. Exemplary programs should be identified, and ineffective programs must be improved or eliminated.

Seventh, adult illiteracy is sapping our economic well-being. One in five adults nationally cannot read and write. As much as 50 percent of the adult population may be functionally illiterate. Without basic literacy, increasing numbers of Texans are left behind, unable to enter the technological work force to become productive citizens. Career development must include programs to meet the needs of these undereducated Texas adults.

Finally, funding must drive needed changes in vocational education. Allocations for vocational education must be based on accountable costs. Weights must be adjustable to meet changing curricular needs.

These guiding principles establish the base for the following definition of vocational education in Texas.

> Vocational education in Texas is designed to provide all individuals the opportunity to make informed occupational choices, determine educational needs and options, develop employability traits, and acquire marketable skills. Vocational education shall continue to be an integral part of the total educational process. All persons should have access to high quality vocational education and necessary support services which are realistic in light of actual and anticipated career opportunities and which are suited to their needs, interests, and abilities to benefit from such education. The vocational education system shall be accountable for high quality programs, services, and activities and shall provide for coordination and communication among public and private education, training, and employment programs in order to ensure the most efficient use of available resources.

Based on this definition, vocational education will become a dynamic component of an educational system characterized by quality, equity, and accountability. With this system in place, students and employers will be well prepared to meet the economic challenges as the state moves into the 21st century.

Part I
Master Plan for Elementary and Secondary Education

Section A
Career Development Strategies to Accomplish State Board of Education Goals

GOAL 1:
STUDENT PERFORMANCE

All students will be expected to meet or exceed educational performance standards.

Objectives

1-1 Set increasingly challenging expectations for academic performance by all students in the public schools, and measure student learning and report performance results.

1-2 Close the achievement gap between educationally disadvantaged students and other populations.

1-4 Improve student skills in thinking critically and solving problems.

1-6 Establish programs to reduce the dropout rate and encourage higher attendance.

Career Development Strategy 1-A: Develop and implement a comprehensive plan for student evaluation.

Management Action Plan

1-A1 Develop appropriate evaluation criteria for vocational courses.

1-A2 Utilize student TEAMS scores to assist in evaluating the academic performance of students taking vocational courses to satisfy elective course requirements.

1-A3 Design and implement effective system to follow students' employment or further education after graduation.

1-A4 Revise curriculum and assist schools to improve programs based on results of evaluation data.

Career Development Strategy 1-B: Develop vocational education programs that assist in closing the achievement gap between educationally disadvantaged students and other populations and that assist in reducing the dropout rate.

Management Action Plan

1-B1 Evaluate strategies to link vocational education and alternatives to social promotion.

1-B2 Initiate activities relating to alternatives to social promotion as appropriate.

Career Development Strategy 1-C: Provide rules which will assure equal access to vocational education programs for all persons in Texas, including handicapped, disadvantaged, and limited English proficient students.

Management Action Plan

1-C1 Provide parents, students, and school personnel with information on laws, regulations, and rights of protected special needs groups.

1-C2 Provide State Board of Education rules to assist local districts in providing equal access to all students.

Career Development Strategy 1-D: Provide programs, services, and activities that will meet the special needs and enhance the participation of targeted populations in vocational programs.

Management Action Plan

1-D1 Encourage the development of support systems for students with special needs that will supplement vocational education instruction and facilitate the transition from school to employment.

1-D2 Develop programs for adults who are in need of training and retraining.

1-D3 Provide programs and services to out-of-school youths and adults.

1-D4 Provide programs and services for the handicapped, disadvantaged, and limited English proficient.

1-D5 Develop programs for single parents and homemakers which will give them the necessary skills to be effective parents and to be productive and successful in the labor market.

1-D6 Provide programs designed to eliminate sex bias and stereotyping in vocational education.

1-D7 Provide programs designed to provide vocational education for criminal offenders who are serving in correctional institutions.

Career Development Strategy 1-E: Intensify career guidance activities for all secondary students.

Management Action Plan

1-E1 Implement activities to assist all students in developing future educational and career goals.

1-E2 Provide leadership to enable schools to initiate special assessment and counseling activities for special populations.

GOAL 2:
CURRICULUM

A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objectives

2-1 Review and revise the state curriculum on a scheduled basis.

2-2 Encourage programs to develop students' citizenship skills and interpersonal effectiveness.

2-3 Encourage the development of self-esteem, respect for others, and responsible behavior.

2-4 Develop methods to accurately identify and assist the slower learner.

2-6 Coordinate statewide testing, textbooks, and instructional materials with the state curriculum.

Career Development Strategy 2-A: Utilizing the State Board of Education process for review and revision of state curriculum, develop and integrate computer related competencies, and develop and integrate essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades K-8.

Management Action Plan

2-A1 Develop and integrate computer related competencies (including keyboarding) as appropriate in grades K-6. Develop and integrate essential elements for career opportunities at appropriate grade levels in grades K-6.

2-A2 Develop and integrate essential elements for career opportunities as appropriate in courses required to be taught in grades 7 and 8.

2-A3 Develop and integrate essential elements designed to develop personal and social values related to the dignity of work as appropriate in courses to be taught in grades 7 and 8.

2-A4 Review Occupational Investigation and Career Exploration essential elements for compatibility and evaluate the desirability of combining the two courses into one.

2-A5 Develop new and update existing computer literacy essential elements as technology changes and also as may be appropriate as action plan 2-A1 is implemented. (This action is to be accomplished by the educational technology staff.)

Career Development Strategy 2-B: Utilizing the State Board of Education process for review and revision of state curriculum, develop essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades 9-12.

Management Action Plan

2-B1 Develop and integrate essential elements for career opportunities as appropriate in courses required to be taught in grades 9-12.

2-B2 Develop and integrate essential elements designed to develop personal and social values related to the dignity of work as appropriate in courses required to be taught in grades 9-12.

Career Development Strategy 2-C: Provide quality vocational education programs, services, and activities that will assist all individuals in developing and pursuing their education and career goals and in obtaining skills and competencies necessary to compete in present and future labor markets.

Management Action Plan

2-C1 Reinforce the basic skills of reading, writing, science, social studies, and mathematics in vocational education at grades 7-12.

2-C2 Develop Introductory Technology course based on current Introductory Industrial Arts course (½-2 credits available in semester courses) for grades 7 and 8.

2-C3 Phase out prevocational courses in grades 7-12.

2-C4 Develop Life Management Skills course (½ credit), that districts will be required to **offer** at grades 7 and 8, based on existing Exploratory Homemaking course. Course content is to include elements relating to character development, decision making/problem solving, relationship (family and peer), parenting, self-responsibility, nutrition, communication skills, and management of resources.

2-C5 Phase Coordinated Vocational-Academic Education into appropriate alternatives to social promotion at grades 7 and 8.

2-C6 Continue to provide Vocational Education for the Handicapped courses based on student needs at grades 7 and 8.

2-C7 Evaluate Coordinated Vocational-Academic Education courses to determine effectiveness and future status at grades 9-12.

2-C8 Implement pilot Principles of Technology course in grades 11 and 12.

2-C9 Establish new courses and develop new curriculum for cluster courses through which the student would exit with minimal level skills which are useful in the immediate future. The cluster courses may be selected in areas such as Business and Office, Construction, Manufacturing, Marketing, Transportation, Agriculture Sciences/Business, Health, Home Economics, and Electrical/Electronics Technology at grades 10-12 (½-1 credit). (Cluster courses will not be a prerequisite for job specific courses.)

2-C10 Discontinue occupationally specific courses at grade 10.

2-C11 Offer occupationally specific training courses based on labor market demands through simulated industry setting on the school campus or through cooperative education at grades 11 and 12. In the future, evaluate appropriateness and continued need for occupationally specific course offerings at 11th grade.

2-C12 Increase emphasis in vocational education programs on basic education, work ethics and attitudes, and work skills necessary for students to become effective homemakers and/or wage earners at grades 7-12.

Career Development Strategy 2-D: Initiate new courses in application of basic skills, agricultural sciences, vocational home economics, and technology education.

Management Action Plan

2-D1 Develop and fund a proposal to pilot a course for teaching essential elements in on-level courses utilizing innovative and motivational strategies that focus on practical applications of concepts of math, science, social studies, or language arts.

2-D2 Update course offerings and revise curriculum for vocational courses of agriculture, home economics, and technology education. Revise the agriculture and home economics courses with advice from faculty of institutions of higher education. Revise the agriculture curriculum to discourage use of time during the school day for projects for show purposes.

GOAL 3:
TEACHERS AND TEACHING

Qualified and effective teachers will be attracted and retained.

Objectives

3-1 Set standards for the teaching profession and ensure that all teachers demonstrate competence in professional skills.

3-4 Provide methods and techniques of instruction to meet students' varying abilities and learning styles.

3-5 Develop effective methods for recruiting teachers to meet identified needs.

Career Development Strategy 3-A: Provide vocational education teachers with the skills and knowledge necessary for: (1) the technological changes in their field, (2) the implementation and operation of competency-based instruction, (3) assisting students in nontraditional roles, (4) using other instructional technologies, (5) full integration of students with special needs, and (6) integrating basic skills instruction into vocational education curriculum.

Management Action Plan

3-A1 Consult with leaders of business and industry, Advisory Council for Technical-Vocational Education in Texas, teachers, and teacher education programs to devise system for preparing teachers to provide instruction in revised curriculum.

3-A2 Issue requests for proposals to pilot effective programs to deliver preservice and inservice education.

3-A3 Implement an inservice training program for all present teachers.

3-A4 Revise the 1984 standards, State Board of Education Rules for Teacher Education, as appropriate, to meet the requirements of the master plan.

Career Development Strategy 3-B: Develop effective methods for recruiting vocational education teachers with relevant experience in business and industry to meet identified needs.

Management Action Plan

3-B1 Provide technical assistance to schools relating to the recruitment of qualified vocational teachers.

GOAL 4:
ORGANIZATION AND MANAGEMENT

The organization and management of all levels of the educational system will be productive, efficient, and accountable.

Objectives

4-1 Review and redefine the responsibilities of the State Board of Education, the Texas Education Agency, and regional education service centers, and reorganize to fulfill the mission of the public education system.

4-9 Plan to increase local responsibility for quality educational programs.

Career Development Strategy 4-A: Provide an effective and efficient management system for administering vocational education programs and related activities.

Management Action Plan

4-A1 Provide a state staff of professional and support personnel qualified by education and experience and in sufficient numbers to enable the State Board of Education to ensure proper administration of vocational education.

4-A2 Define an administrative structure with clearly defined roles, responsibilities, authority, and accountability to efficiently manage vocational education.

4-A3 Provide state leadership and assistance in the development, improvement, assessment, and accountability of vocational education programs, services, and activities.

4-A4 Develop and implement a sunset review process to ensure quality and effectiveness of vocational education programs.

Career Development Strategy 4-B: Provide information for school districts to use in the development of local vocational education plans.

Management Action Plan

4-B1 Develop an application process for school districts which addresses appropriate methodologies for identifying and using labor market information in the planning process.

Career Development Strategy 4-C: Priority shall be given to requests for vocational programs specifically identified on a list of priority occupations approved by the State Board of Education.

Management Action Plan

4-C1 Using statewide employment data and information relating to career opportunities, develop a starter list of those occupations which: (1) have an impact on the Texas economy, (2) require substantial training time, and (3) offer a reasonable expectation of career opportunities and advancement.

4-C2 Solicit input from panel of labor market experts representing both the public and the private sectors.

4-C3 Determine list of priority occupations based on review by panel of experts and the Joint Liaison Committee.

4-C4 Distribute priority list of occupations with local applications with flexibility for regional determination.

Career Development Strategy 4-D: Increase local responsibility for quality vocational education programs.

Management Action Plan

4-D1 Review each approved vocational education program unit every five years, utilizing local evaluation teams, to reestablish approval status.

4-D2 The review process will consider items such as: (1) student competencies acquired, (2) student enrollments, (3) adequacy of facilities and equipment, (4) instructional materials utilized, (5) methods of instruction, (6) opportunities for employment, and (7) follow-up records for program completers.

4-D3 Texas Education Agency on-site visits will be scheduled for programs with major identified deficiencies.

GOAL 5:
FINANCE

The financing of public education will be equitable to all students in the state.

Objectives

5-2 Identify price differentials in program and service costs among districts on a continuous basis.

5-3 Monitor equalization and equity in the distribution of funds and relate program effectiveness and student progress to costs.

5-4 Analyze and evaluate all funding sources on a continuing basis.

5-6 Strengthen the accountability process, including accreditation and audit processes, selected management audits, and a periodic review of costs by campus, if needed, to ensure adequate student progress.

Career Development Strategy 5-A: Seek legislative authority to allow the State Board of Education to establish differential funding weights for vocational education courses.

Management Action Plan

5-A1 Conduct a cost study based on courses, methods of instruction, and needs of students served.

5-A2 Establish equitable funding to assure quality resources for effective learning in vocational education.

5-A3 Provide funding incentives to schools offering courses related to priority occupations.

Career Development Strategy 5-B: Provide financing and other resources to administer, plan, develop, implement, evaluate, and coordinate vocational education programs, services, and activities.

Management Action Plan

5-B1 Set priorities for state and federal funding of vocational education programs, services, and activities.

5-B2 Analyze and evaluate all vocational education funding sources on a continuing basis.

5-B3 Utilize available resources to support vocational education research, professional development activities, guidance and counseling, and curriculum development.

5-B4 Provide the necessary technical assistance to enable schools to strengthen their accountability process.

GOAL 6:
PARENT AND COMMUNITY INVOLVEMENT

Parents and other members of the community will be partners in the improvement of schools.

Objectives

6-1 Improve parental involvement.

6-4 Develop mutually beneficial partnerships between schools and community entities.

Career Development Strategy 6-A: Utilize local vocational advisory committees to assist with the planning, evaluation, improvement, and promotion of vocational education programs.

Management Action Plan

6-A1 Establish local advisory committees that provide for the participation of parents as well as local business and industry representatives.

6-A2 Develop and initiate local programs to formally recognize parents and other members of the community for services provided through participation on local vocational advisory committees.

6-A3 Develop methods and strategies for promoting the role and benefits of vocational education through local advisory committees.

Career Development Strategy 6-B: Develop and implement a plan to include business and industry and other interested persons in becoming active partners with vocational education for student achievement.

Management Action Plan

6-B1 Develop methods for involving business and industry and other interested persons in supporting goals for the improvement of vocational education.

6-B2 Develop strategies to seek out and utilize all community resources.

6-B3 Promote a positive image of vocational education and its impact on economic development.

6-B4 Utilize community-based organizations to assist in meeting the needs of special student populations.

6-B5 Utilize parent and community groups to inform students of the broad spectrum of career opportunities.

6-B6 Utilize employer-based facilities for vocational training in occupations in which rapid technological advancement make it impractical to develop in school laboratory programs.

6-B7 Provide incentives for utilizing industry personnel as part of team teaching.

6-B8 Establish partnerships with business and industry to upgrade skills and increase teacher knowledge of content area.

GOAL 7:
INNOVATION

The instructional program will be continually improved by the development and use of more effective methods.

Objectives

7-1 Investigate new technologies which improve student performance, strengthen the curriculum, and achieve educational goals.

7-2 Develop demonstration programs for new instructional arrangements and management techniques.

7-3 Institute an information exchange that collects and disseminates data about advancements in education and systematically obtains advice about current practices and results from representatives of educational organizations, research groups, and schools.

Career Development Strategy 7-A: Identify the need for and design innovative vocational education instructional programs and exemplary practices.

Management Action Plan

7-A1 Develop request for proposals and direct exemplary activity in (2+2) concept relating to the linkage of secondary technical education curriculum and the postsecondary technical education curriculum.

7-A2 Determine new and emerging occupations and design programs to keep vocational education current with business and industry.

Career Development Strategy 7-B: Vocational instruction will be continually improved by the development and use of more effective strategies and methods.

Management Action Plan

7-B1 Develop distance learning delivery systems for vocational education programs and activities through the request for proposals process.

7-B2 Develop a system of information exchange that collects and disseminates data about advancements in instructional technology and systematically obtains advice regarding effective programs and activities in vocational education.

GOAL 8:
COMMUNICATIONS

Communications among all public education interests will be consistent, timely, and effective.

Objectives

8-1 Communicate state education policies, needs, and performance to the Governor, the Legislature, students, parents, teachers, school administrators, and the public.

8-5 Increase the public's awareness that Texas' economic base has changed dramatically and that as a consequence students need to succeed in school if they are to have an opportunity later to achieve economic success.

Career Development Strategy 8-A: Inform the public concerning the role of vocational education as it impacts personal, social, and career goals of individuals and the economic development of the state.

Management Action Plan

8-A1 Develop and disseminate materials highlighting vocational education's role in accomplishing the mission of public education in Texas and the new directions identified in the *Master Plan for Vocational Education in Texas*.

Career Development Strategy 8-B: Provide the most timely and accurate labor market and career information available to satisfy the needs of state, regional, and local vocational education planners.

Management Action Plan

8-B1 Disseminate labor market and career information to local education, training, and employment programs.

8-B2 Provide training in the use of labor market and career information.

Part I
Master Plan for Elementary and Secondary Education

Section B
Vocational Education Implementation Plan

GOAL 1: Student Performance

Strategy 1-A:

Develop and implement a comprehensive plan for student evaluation

Grade(s)	Action Plan	Student Outcomes	Time Frame
9-12	• Develop appropriate evaluation criteria for vocational courses		• September 1988 and ongoing
	• Utilize student TEAMS scores to assist in evaluating the academic performance of students taking vocational courses to satisfy elective course requirements		• Summer 1988
	• Design and implement an effective system to follow students' employment or further education after graduation	• Students will be prepared for a wide range of career opportunities throughout their working lives	• September 1988
	• Revise curriculum and assist districts to improve programs based on results of evaluation data		• September 1989 and ongoing

GOAL 2: Curriculum

Strategy 2-A:

Utilizing the State Board of Education process for review and revision of state curriculum, develop and integrate computer related competencies, and develop and integrate essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades K-8

Grade(s)	Action Plan	Student Outcomes	Time Frame
K-6	• Develop and integrate computer related competencies (including keyboarding) as appropriate in grades K-6. Develop and integrate essential elements for career opportunities at appropriate grade levels in grades K-6. (This action to be accomplished through cooperative efforts of the Curriculum Development and Educational Technology staffs.)	• Students will acquire knowledge and skills regarding computer related competencies at an earlier period in formal education • Students will obtain knowledge regarding career opportunities at an earlier period • Students will be capable of transferring knowledge of basic skills at an earlier period	• Review and modify essential elements as necessary using established cluster meeting process—March-April 1987 and ongoing • State Board of Education consideration of essential elements—May-June 1987 and ongoing • Development of supplemental curriculum documents starting in summer of 1987 and continuing in following years as appropriate • Implementation of K-6 career opportunities—Beginning September 1988 • Phase-in period for K-6 introductory computing—Beginning September 1988 • Full implementation K-6 introductory computing—September 1992
7-8	• Develop and integrate essential elements for career opportunities as appropriate in courses required to be taught in grades 7 and 8. (This action to be accomplished by the Curriculum Development staff.)	• Students will have knowledge regarding the relationship of basic skills to career opportunities	• All grade 7-8 activities with the exception of implementation date will conform to K-6 time frame
7-8	• Develop and integrate essential elements designed to develop personal and social values related to the dignity of work as appropriate in courses to be taught in grades 7 and 8	• Students will be able to recognize the dignity of work in a democratic society	• Implementation grades 7-8—Beginning September 1988
7-8	• Review Occupational Investigation and Career Exploration essential elements for compatibility and evaluate the desirability of combining the two courses into one	• Students will have an elective course available that provides information about a broad range of occupations and the relationship of academic performance to success in future occupational choices	• Review essential elements during 1987-88 school year • Make recommendations regarding combining courses in the fall of 1988
7-8	• Develop new and update existing computer literacy essential elements as technology changes and also as may be appropriate as action plan 2-A1 is implemented. (This action is to be accomplished by the Educational Technology staff.)	• Students will acquire up-to-date computer related knowledge and skills	• Review and modify essential elements as necessary using established cluster meeting process—March-April 1987 and ongoing

GOAL 2: Curriculum

Strategy 2-B:

Utilizing the State Board of Education process for review and revision of state curriculum, develop essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades 9-12

Grade(s)	Action Plan	Student Outcomes	Time Frame
9-12	• Develop and integrate essential elements for career opportunities as appropriate in courses required to be taught in grades 9-12	• Students will be aware of career opportunities	• Review and modify essential elements as necessary using established cluster meeting process—March-April 1987 and ongoing
	• Develop and integrate essential elements designed to develop personal and social values related to the dignity of work as appropriate in courses required to be taught in grades 9-12	• Students will be able to recognize the dignity of work in a democratic society	• State Board of Education consideration of essential elements—May-June 1987 and ongoing • Development of curriculum documents in summer of 1987 for distribution to schools during 1987-88 school year • Implementation—Beginning September 1988

GOAL 2: Curriculum

Strategy 2-C:

Provide vocational education teachers with the skills and knowledge necessary for: (1) the technological changes in their field, (2) the implementation and operation of competency-based instruction, (3) assisting students in nontraditional roles, (4) using other instructional technologies, (5) full integration of students with special needs, and (6) integrating basic skills instruction into vocational education curriculum

Grade(s)	Action Plan	Student Outcomes	Time Frame
7-12	• Reinforce the basic skills of reading, writing, science, social studies, and mathematics in vocational education at grades 7-12	• Students will develop an increased capability to utilize basic skills	• Ongoing
7-8	• Develop Introductory Technology course based on current Introductory Industrial Arts course (½-2 credits available in semester course)	• Students will receive an early exposure to technological systems	• State Board of Education coordination of essential elements for Introductory Technology—Spring 1987 • Staff follow-up to effectiveness of course through sunset review process—Fall 1988
7-12	• Phase out prevocational courses		• Phase out prevocational courses—Fall 1987 (Completed—Fall 1988)
7-8	• Develop Life Management Skills course (½ credit), that districts will be required to offer at grades 7 and 8, based on existing Exploratory Homemaking course. Course content is to include elements relating to character development, decision making/problem solving, relationship (family and peer), parenting, self-responsibility, nutrition, communication skills, and management of resources	• Early exposure to curriculum for the promotion of key character traits and skills needed for individual and family life education will be provided • The course would be available to all students in the state but would not be a required course	• Staff and technical committee, with advice of Advisory Council for Technical-Vocational Education in Texas and educational leaders of postsecondary institutions, would develop essential elements—Spring 1987 • State Board of Education consideration of essential elements—Fall 1987 • Implementation—Fall 1989 • Phase out Exploratory Homemaking—1988-89 school year • Follow-up on effectiveness of course through sunset review process—Fall 1990
7-8	• Phase Coordinated Vocational-Academic Education into appropriate alternatives to social promotion	• Students will be provided alternatives specific to their individual needs	• Begin—Fall 1987 Completed—September 1989
7-12	• Continue to provide Vocational Education for the Handicapped courses based on student needs	• Specially designed courses with modified curriculum to meet student needs will be provided	• September 1986
9-12	• Evaluate Coordinated Vocational-Academic Education courses to determine effectiveness and future status	• Possible course modifications or elimination based on evaluation will be encouraged	• 1987-88 school year

GOAL 2: Curriculum

Strategy 2-C: *(continued)*

Grade(s)	Action Plan	Student Outcomes	Time Frame
11-12	• Implement pilot Principles of Technology course	• This course will enable completers to enter postsecondary technology programs without need for remediation	• Develop and fund proposal for Principles of Technology course—September 1986 • Review proposed essential elements using established cluster meeting process—March-April 1987 • Submit essential elements, based on results of pilot programs, to State Board of Education for consideration—Fall 1987 • Implementation—September 1988
10-12	• Establish new courses and develop new curriculum for cluster courses through which the student would exit with minimal level skills which are useful in the immediate future. The cluster courses may be selected in areas such as Business and Office, Construction, Manufacturing, Marketing, Transportation, Agriculture Sciences/Business, Health, Home Economics, and Electrical/Electronics Technology at grades 10-12 (½-1 credit) (cluster courses will not be a prerequisite for job specific courses)	• Students will have a better understanding of the knowledge and skills needed in an occupational area • Improve students' capabilities to make informal career decisions • Knowledge and skills needed to enter into job specific training programs will be emphasized	• Staff and technical committees develop essential elements—Spring 1988 and ongoing • State Board of Education review, public hearings, and consideration—Spring 1989 and ongoing • Implementation—Fall 1989 • Follow-up on effectiveness through sunset process—Fall 1992
10	• Discontinue occupationally specific courses at grade 10		• State Board of Education consideration of rules to discontinue occupationally specific courses at grade 10 in Spring 1987 with possible discontinuation effective Fall 1988
11-12	• Offer occupationally specific training courses based on labor market demands through simulated industry setting on the school campus or through cooperative education. In the future, evaluate appropriateness and continued need for occupationally specific course offerings at 11th grade.	• Students will be prepared to establish educational and career goals • Students will be prepared to successfully meet labor market needs • Students will be better prepared to meet future educational requirements and training needs for new and changing occupations	• Staff and technical committees, in consultation with the Advisory Council for Technical-Vocational Education in Texas, review and revise essential elements—Fall 1987 • State Board of Education review, public hearing, and consideration of essential elements—Spring 1988 • Phase in new course and elements—Fall 1989

GOAL 2: Curriculum

Strategy 2-C: *(continued)*

Grade(s)	Action Plan	Student Outcomes	Time Frame
			• Full implementation of new occupationally specific courses and essential elements—Fall 1990 • Evaluate during 1987-88 school year • Possible State Board of Education revisions to Chapter 75 (Curriculum) based on evaluation—Summer 1988
7-12	• Increase emphasis in vocational education programs on basic education, work ethics and attitudes, and work skills necessary for students to become effective homemakers and/or wage earners	• Students will acquire an increased capability to live and work in a changing society	• Ongoing

GOAL 2: Curriculum

Strategy 2-D:

Initiate courses in applications of basic skills, agricultural sciences, vocational home economics, and technology education

Grade(s)	Action Plan	Student Outcomes	Time Frame
9-12	• Develop and fund a proposal to pilot a course for teaching essential elements in on-level courses utilizing innovative and motivational strategies that focus on practical applications of concepts of math, science, social studies, or language arts	• Instruction of the essential elements in an applied manner will be required • Students will be provided with knowledge to foster critical thinking and decision-making skills • Students will be afforded the opportunity for enrollment in a course applicable to a wide range of occupations	• Develop and fund proposal—Spring 1987 • Course evaluation—Ongoing • Staff report to State Board of Education—Spring 1988 • State Board of Education consideration for adding course to TAC Chapter 75—Summer 1988
	• Update course offerings and revise curriculum for vocational courses of agriculture, home economics, and technology education. Revise the agriculture and home economics courses with advice from faculty of institutions of higher education. Revise the agriculture curriculum to discourage use of time during the school day for projects for show purposes. (One comprehensive course in each subject area (½-1 unit) to be followed by technical courses in each field. The comprehensive course would not be a prerequisite for all technical courses. Present courses to be dropped are high school Industrial Arts courses; Homemaking I, II, and III; and Agriculture I, II, III, and IV.)	• Students will gain knowledge and skills for careers in technology, agricultural sciences, and home economics which could lead to secondary education job specific programs, postsecondary programs, and/or higher education programs • Increased flexibility will be built in for students to address short-term training needs • Develop critical thinking, decision-making skills, and other higher order skills in all students	• Staff and technical committees develop essential elements with advice from Advisory Council for Technical-Vocational Education in Texas and educational leaders of institutions of higher education—Spring 1987 and ongoing • State Board of Education review, public hearing, and consideration—Fall 1987 and ongoing • Implementation—Fall 1988

GOAL 3: Teachers and Teaching

Strategy 3-A:

Provide vocational education teachers with the skills and knowledge necessary for: (1) the technological changes in their field, (2) the implementation and operation of competency-based instruction, (3) assisting students in nontraditional roles, (4) using other instructional technologies, (5) full integration of students with special needs, and (6) integrating basic skills instruction into vocational education curriculum

Grade(s)	Action Plan	Student Outcomes	Time Frame
Teachers of various grade levels, as appropriate	• Consult with leaders of business and industry, Advisory Council for Technical-Vocational Education in Texas, teachers, and teacher education programs to devise system for preparing teachers to provide instruction in revised curriculum		• Spring 1987
	• Issue requests for proposals to pilot effective programs to deliver preservice and inservice education		• Develop and fund—Fall 1987
	• Implement an inservice training program for all present teachers	• Inservice teachers will have up-to-date knowledge and skills necessary to teach new content	• Full implementation—Spring 1988
	• Revise the 1984 standards, State Board of Education Rules for Teacher Education, as appropriate, to meet requirements of master plan	• New teachers exiting teacher preparation programs will be competent for teaching new curriculum mandated in master plan	• State Board of Education consideration—Fall 1988

GOAL 4: Organization and Management

Strategy 4-C:

Priority shall be given to requests for vocational programs specifically identified on a list of priority occupations approved by the State Board of Education

Grade(s)	Action Plan	Outcomes	Time Frame
All levels–secondary, post-secondary, and adult	• Using statewide employment data and information relating to career opportunities, develop a starter list of those occupations which: (1) have an impact on the Texas economy, (2) require substantial training time, and (3) offer a reasonable expectation of career opportunities and advancement		• Submit list of occupations for State Board of Education consideration—November
	• Solicit input from panel of labor market experts representing both the public and the private sectors		• Submit list to panel of labor market experts and Joint Liaison Committee—December
	• Determine list of priority occupations based on review by panel of experts and the Joint Liaison Committee		• Submit proposed list of priority occupations for State Board of Education action—January
	• Distribute priority list of occupations with local applications with flexibility for regional determination	• More effective utilization of available resources to support education and training will be promoted • Target specific training programs to meet employment needs and to focus limited resources supporting career development programs will be encouraged • Students would have access to high quality education and training programs designed to meet current and future employment needs	• Distribute list of priority to school districts and postsecondary institutions with appropriate local applications for approval/funding—February

GOAL 4: Organization and Management

Strategy 4-D:

Increase local responsibility for quality vocational education programs

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Review each approved vocational education program unit every five years, utilizing local evaluation teams, to reestablish approval status • The review process will consider items such as: (1) student competencies acquired, (2) student enrollments, (3) adequacy of facilities and equipment, (4) instructional materials utilized, (5) methods of instruction, (6) opportunities for employment, and (7) follow-up records for program completers • Texas Education Agency staff on-site visits will be scheduled for programs with major identified deficiencies	• Effective, high quality programs for students • Effective, high quality programs will receive approval to continue operation • Ineffective programs will be improved or modified within a one-year period or they will be eliminated	• Implementation—January 1987

GOAL 5: Finance

Strategy 5-A:

Seek legislative authority to allow the State Board of Education to establish differential funding weights for vocational education courses

Grade(s)	Action Plan	Student Outcomes	Time Frame
7-12	• Conduct a cost study based on courses, methods of instruction, and needs of students served • Establish equitable funding to assure quality resources for effective learning in vocational education • Provide funding incentives to schools offering courses related to priority occupations	• Students will have access to vocational education courses appropriate to their educational needs, notwithstanding local economic factors	• Consider State Board of Education legislative recommendation—November 1986 • Implement State Board of Education rule regarding differential funding weights, dependent upon outcome of legislation—June 1987

GOAL 7: Innovation

Strategy 7-A:

Identify the need for and design innovative vocational education instructional programs and exemplary practices

Grade(s)	Action Plan	Student Outcomes	Time Frame
11-12	• Develop request for proposals and direct exemplary activity in (2+2) concept relating to the linkage of secondary technical education curriculum and the postsecondary technical education curriculum	• Program completers will be better prepared to succeed in postsecondary high technology programs	• Develop and fund proposal—September 1986 • Evaluation during 1986-87 school year • State Board of Education consideration of rules—Fall 1987 • Full implementation—September 1988
	• Determine new and emerging occupations and design programs to keep vocational education current with business and industry needs	• Students will be prepared to enter new and emerging occupations	• Ongoing

GOAL 7: Innovation

Strategy 7-B:

Vocational instruction will be continually improved by the development and use of more effective strategies and methods

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Develop distance learning delivery systems for vocational education programs and activities through the request for proposals process	• More vocational education courses and activities will be available in remote areas of the state	• Develop and fund proposal—September 1987
	• Develop a system of information exchange that collects and disseminates data about advancements in instructional technology and systematically obtains advice regarding effective programs and activities in vocational education	• Innovative vocational programs and activities which are effective and productive will be identified and/or designed	• September 1987

Part II

Master Plan for Postsecondary Technical, Vocational, and Adult Education

Coordinating Board
Texas College and University System
200 East Riverside Drive
Austin, Texas

Introduction

Senate Bill 911, 69th Legislature, Regular Session, 1984, provided for the transfer of responsibility for state-level administration of postsecondary technical and vocational education from the State Board of Education to the Coordinating Board, Texas College and University System (Coordinating Board). In this capacity, the Coordinating Board has developed the following five-year master plan as the postsecondary technical and vocational education section of the proposed state master plan for vocational education.

The master plan takes into consideration the vital role that technical and vocational education plays in supporting the continuing economic development of Texas. Planning goals identify and address future needs within the postsecondary technical and vocational education system for the high quality programs and innovative delivery methods that truly serve a diversified public and promote a diversified economy.

The master plan was developed using resources including papers, planning documents, and other master plans for the state:

1. The Statewide Advisory Committee Report on Transition of Postsecondary Technical and Vocational Education, *Planning of Postsecondary Technical and Vocational Education in Texas: A Working Paper*—Adopted by the Coordinating Board.
2. Select Committee Task Force Report #1—Joe McCormick's Report.
3. Select Committee Task Force Report #2—Dr. Norman Hackerman's committee regarding working issues.
4. Recommendations of the Advisory Council for Technical-Vocational Education in Texas.
5. Texas Association of Public Community/Junior College Association position papers.
6. State Economic Development Commission materials.
7. State Law and Federal Vocational Education Guidelines.
8. State Labor Market Information Master Plan.
9. *Window on the Future* by El Paso Community College, et al.
10. Ernest Boyer Paper of the Dallas County Community College District, *Toward the Year 2000 and Beyond...*
11. Border Economic Development Task Force working papers.
12. *Informing the Future: A Plan for Higher Education for the 80s* (a Coordinating Board publication).
13. Texas State Technical Institute planning documents.

In addition, the Statewide Advisory Committee for Postsecondary Technical and Vocational Education contributed greatly through their review and recommendations for this master plan.

Definition

The term "postsecondary technical and vocational education" is used as a generic term to describe any organized educational program or course beyond the high school level that is directly related to the acquisition or refinement of career occupational skills and that requires other than a baccalaureate or advanced degree. This includes traditional categories, such as adult vocational education, technical training, job training, and continuing education.

Issues

In the development of this plan, certain critical issues determined the focus of postsecondary technical and vocational education for the next five years. These issues are derived primarily from the economic condition of Texas currently, as well as from planning for 1991 and projecting to 2000.

1. Access
2. Quality of Programs
3. Employment and Economic Development
4. Adaptable, Flexible Delivery System
5. Effective Use of Resources
6. Improved Private and Public Partnerships
7. Adult Literacy and the Texas Work Force
8. Articulation and Planned "2 + 2 + 2" Programs
9. Emerging Occupations, Technologies, and Targeted Industries—Planning for the Year 2000
10. Planning for the Match of Competencies that "Last a Lifetime" and Postsecondary Education

Of the issues, two appear to be the most critical—access and the delivery system:

Access—The question of who gets to use the programs of postsecondary technical and vocational education is a key problem for planning. Given current and projected demographic shifts in individuals served and the economic shifts that demand a varied and skilled work force, the challenge for the next five years and beyond will be to meet the continually changing goals and needs of a range of individuals and businesses.

Delivery—To meet the complex challenges of the future, Texas will have to continuously define, refine, and ensure a highly flexible and diverse delivery system to meet the local, regional, and state needs as represented by the rural, suburban, and urban environments.

GOALS

Goal Area I: Purpose

No single area has greater potential in helping Texas transform its industrial and services infrastructure for transition to a diversified economic base than postsecondary technical and vocational education. The challenge for the next five years comes through the coordination efforts at the state, regional, and local levels to maximize the effectiveness of the delivery system by linking the public community college, Texas State Technical Institute, and other selected institutions with the private sector for progressive economic development stability.

Postsecondary technical and vocational education and training in Texas is designed to provide adults with opportunities to make informed occupational choices, develop employability traits, and acquire or refine marketable skills. It is further designed to meet employment needs of the state for a skilled work force. Postsecondary technical and vocational education meets a broad spectrum of student interests, abilities, and needs while fulfilling the short- and long-range employment demands of the public and private sectors. Postsecondary technical and vocational education operates within an "open admission" philosophy, providing quality educational opportunities to all who can benefit from them. Career counseling and job placement services are provided to support students enrolled in postsecondary technical and vocational education. These programs are delivered within the public education system through community and junior colleges, Texas State Technical Institute, selected universities, as well as local school districts.

Postsecondary technical and vocational education and training provide associate degrees, certificates, and specialized instruction designed to provide initial occupational entry as well as the upgrading and refinement of an individual's occupational and academic competencies. These programs provide for generic occupational and technology clusters; job specific training, retraining, and upgrading, as well as career adaptability skills that will allow individuals to stay current in the job market or become self-employed.

At the postsecondary level, occupationally specific as well as generic academic and occupational education is delivered through competency-based instructional programs designed to meet the needs of diverse individuals and businesses. Job specific training is delivered through courses designed for special and targeted employment demands or when a target population or defined geographic area has identified specific, generally short-lived training needs in a particular occupation. Retraining, upgrading, and updating are provided through short-term, intensive courses that focus on essential knowledge and skills of a particular trade, craft, or service.

Included in the postsecondary offerings are apprenticeship programs. Apprenticeship programs provide supervised on-the-job training and related instruction in a trade that has been certified as an apprenticeable occupation by the Bureau of Apprenticeship and Training of the United States Department of Labor.

Target Dates		Goals: Purpose
1986-87	1.	To establish consistent statewide rules, procedures, and guidelines for approving, revising, and disapproving technical and vocational programs and courses, general academic courses, compensatory courses, and out-of-district program and course offerings.
1986-91	2.	To enrich the image of technical and vocational education by disseminating salient information on the status and development of programs in the state, results of relevant studies, and, when appropriate, case studies.

Goal Area II: Students Served

The Diversity and the Special Needs

One of the greater challenges facing postsecondary and adult vocational education is the need to provide programs that serve a diverse public. Figure 1 indicates the significance of the timely and appropriate connections that must occur within postsecondary technical and vocational education for different individuals.

It is important that high school graduates be able to matriculate into postsecondary technical and vocational programs whether they have been a part of a "2 + 2" program, an occupationally specific training program, or general academic preparation programs. Additionally, adults must be served through appropriate services and activities to meet their educational and career goals. This diversity of students challenges postsecondary technical and vocational education providers to maintain high-quality, technologically current, competency-based vocational programs.

Specifically, postsecondary programs will be designed to meet the needs of the following constituencies:

1. Post-high school aged persons seeking degree or certification programs
2. High school students through early admissions and/or contracting
3. Business and industrial employers
4. Industrial and economic development prospects
5. Social services and governmental agencies
6. Employees needing continuing education
7. Special needs populations, such as displaced workers, youth, disadvantaged adults, and criminal offenders
8. Unemployed adults seeking career training, retraining, or upgrading of skills
9. Dislocated workers desiring to transfer their technical skills to new employment settings
10. Individuals desiring to start or maintain small business efforts

Special Populations

In addition to students with conditions requiring special support services—handicapped, academic and economically disadvantaged, and limited English proficiency (LEP)—postsecondary technical and vocational education serves many other special populations. Examples include dislocated workers, displaced homemakers, displaced youth, single heads of households, as well as new immigrants. Special efforts must be made to provide support services to students with special needs. Since these students have not traditionally been a part of the total student population in higher education, support services aimed at this special population of students must be developed.

Target Dates	Goals: Students Served
1986-91	1. To improve current efforts to provide services for special needs populations by developing a plan that provides incentives for increasing efforts in serving populations with special needs. Assessment, advisement, academic and career counseling, placement, and follow-up activities must be included in these services. The Coordinating Board, with additional funds from the state, should develop a plan that can provide these incentives for better serving special populations.
1986-88	2. To provide all students with an effective career development program through each postsecondary institution. This program should include career information and planning data, counseling, academic and educational advisement, assessment and testing, placement, financial aid, and student and employer follow-up.

Target Dates *(continued)*	Goals: Students Served *(continued)*
1987-91	3. To develop the most effective and cost efficient system for utilization of English as a Second Language (ESL and VESL) within the ongoing postsecondary technical and vocational programs and short-term, intensive training courses.
1986-88	4. To provide leadership for institutional research on student success and outcomes for postsecondary technical and vocational education programs and short-term, intensive training.
1986-91	5. To provide equal access for all targeted groups and special populations in an array of programs including basic academic skills required for occupational goals and social/attitudinal skills that enhance employability through a diversified, flexible delivery system.
1986-88	6. To enhance student support services through greater collaboration and linkages with all appropriate state and local agencies.

Goal Area III: Pivotal Role of Postsecondary and Adult Vocational Education in Texas

In *Education for Work: A Model for Establishing Linkages Between Education, Business, Industry, and Government*, O'Neil and Greenwood identified 16 state agencies and 5 state commissions as having state statutory authority in Texas for job training responsibilities. Obviously, if the state is to meet the necessary demands, all of these agencies must work cooperatively toward the same goal.

The most natural connection points for postsecondary institutions must occur with public secondary schools, service delivery areas of JTPA, private industry councils, as well as related universities. Since postsecondary institutions are a connection point between where individuals are to where they want or need to be in reference to education and training, the challenge is great to make the most positive, nonduplicative efforts possible to connect with the comprehensive efforts in the state.

Target Dates	Goals: Pivotal Role
1986-87	1. To enhance effective coordination for student articulation and to develop and disseminate prototype articulation agreements between secondary and postsecondary institutions. To conduct articulation workshops similar to the ones developed for two- and four-year institutions for secondary and postsecondary institutions.
1987-88 (Prototypes) 1991	2. To develop pilot "2 + 2" vocational programs to link secondary and postsecondary programs for specific occupations. The first two years of the program would begin in high school; the last two years would be completed at the postsecondary institution. The "2 + 2" program concept will be defined as an organized program jointly developed by the postsecondary institution, the secondary institution, and with appropriate business and industry representation. It is intended that "2 + 2" will be implemented in each of the following areas by 1991:

Target Dates *(continued)*	Goals: Pivotal Role *(continued)*
	Health Careers Education Business Technologies Agriculture Technologies Computer Technologies Engineering Technologies Personal and Protective Services Automated Manufacturing Technologies Transportation Technologies Telecommunications Construction Technologies Foods Technologies
1987-90	3. To implement, where feasible, the recommendations regarding linkages with agencies and commissions responsible by state statute for job training as identified in the O'Neil and Greenwood study, *Education for Work: A Model for Establishing Linkages Between Education, Business, Industry, and Government.*

Goal Area IV: Planning and Approval of Programs

Postsecondary technical and vocational education programs are developed and approved in partnership by local business advisory committees, the postsecondary institution, and the Coordinating Board. Approvals are based on local occupational needs as well as regional needs. Texas State Technical Institute additionally is charged with assessing the balance-of-the-state needs as well as providing highly specialized, high cost laboratory setting needs. Local and statewide labor market information, targeted occupations, and high demand job data are used in the planning process, but generally these are not the only sources of data. For programs to remain flexible, technologically current, and able to meet employment demand, postsecondary institutions must utilize some or all of the following planning information.

1. High demand jobs
2. Replacement jobs
3. Targeted and priority occupations
4. Targeted and emerging industries, locally and statewide
5. Emerging technologies
6. Impacted jobs based on emerging technologies and new technology applications on the existing work place

Local and regional planning is very critical to the success of postsecondary and adult programs. Some of the factors that can influence good local and regional planning appear below.

1. Accurate labor market information
2. Qualified staff serving local employing sector advisory councils
3. Consistent directives from the state level
4. Application of innovative programs from other states
5. Identification of model programs and their applicability to each area
6. Periodic evaluation of programs and procedures
7. Analysis of evaluation results over time

Postsecondary courses and programs are for the purpose of initial job entry, retraining, upgrading, updating, industrial start-up or development, as well as small business and self-employment endeavors. Postsecondary programs lead to certificates and associate degrees.

Comprehensive career and educational counseling, placement, and follow-up services need to be of high quality in postsecondary institutions. These services face special challenges in the years ahead, as new industry and new technology in Texas cause employment opportunities to occur more frequently as by-products of rapid and continuing change. Similarly, students choosing to transfer to upper-division programs need well developed academic placement services. To assure that the quality of placement services is maintained, and to evaluate the effectiveness of educational and counseling programs, ongoing efforts to follow-up students need to be expanded and improved.

Postsecondary technical and vocational programs and courses must work for both the student and the employment demands of the state; the competencies, equipment, instructional materials, and work experiences developed must match state-of-the-art, state-of-technology, and state-of-the-work place to provide the best possible learning process. The total program is designed to develop the general academic and technical competencies necessary for effective and successful work life.

Target Dates	Goals: Programs
1986-90	1. To develop and implement a continuum of program development that ensures career adaptability skills; basic academic and communications skills; technology principles; generic and specific occupational/technical competencies; job specific training and skills; job seeking, job getting, and job keeping skills; as well as self-employment competencies.
1986-87	2. To provide coordination at the state level via rules, procedures, guidelines, and monitoring and evaluation visits to postsecondary institutions for the implementation and maintenance of programs.
1986-87	3. To maintain the present level of review at the state level for new and revised program or course requests in order to better direct the training and retraining of students for employment.
1986-91	4. To emphasize competency-based programs with competencies developed with business and industry, with core curriculum, and with technical specialty courses allowing occupationally specific options.
	5. To develop programs that are proactive as well as reactive to business and industry needs with respect to changing demographics in Texas including:
	a. New program objectives to address the need to move the individual from one career to another.
1986-90	b. A growing need for effective lifelong learning systems.
	c. Improved assessment, advisement, and placement processes.

Goal Area V: Funding

The Coordinating Board is the lead agency responsible for approval of postsecondary programs (start-up, revisions, and closure), funding criteria and formulas, evaluation of programs, and outcome requirements. State support for postsecondary technical and vocational programs is provided by biennial appropriations from the Texas Legislature. The Coordinating Board is responsible for the development of the formula by which the programs are supported.

In the fall of each odd-numbered year, an analysis is made of the expenditures of all Texas public community junior colleges, Texas State Technical Institute, and Lamar (Port Arthur and Orange) for the most recently completed fiscal year. That period is from September 1 through August 31 ending each odd-numbered year. The expenditures analysis is made by the staff of the financial planning division of the Coordinating Board in the preparation of formula recommendations for consideration by the Coordinating Board at their meetings early each even-numbered year.

The biennial study calculates for each postsecondary institution the cost per contact hour for eight elements of cost, including faculty salaries, departmental operating expense, and certain allocated costs for administration and other institutional expenses. After the individual institutional tabulations have been made, statewide median costs are calculated. Calculations of statewide median costs per contact hour for two elements of cost, faculty salaries and departmental operating expense, are made separately for specified general academic programs and for specified technical and vocational programs. Median costs for four other elements of cost (general administration and student services, general institutional expense, staff benefits, and library) are calculated from the cost per contact hour for all postsecondary institutions and allocated across all general academic and vocational and technical programs. Median costs for instructional administration and organized activities are calculated separately for general academic and for technical and vocational programs. Median costs per contact hour for these two elements are then allocated to general academic programs and to vocational and technical programs, respectively. The sum of median costs for faculty salaries, departmental operating expense, and costs for the other elements provides the base for the contact-hour rate for each program.

Each postsecondary institution receives funding based on the contact-hour cost for each program offered and the number of student contact hours in each course. Although formulas are based on actual costs, the amount received depends on legislative appropriations. The amount appropriated to each institution is in proportion to amounts generated by the formula.

Target Dates	Goals: Funding
1986-91	1. To obtain federal, state, and private funding to develop and implement prototype programs, program improvement, a statewide telecommunications instructional delivery system for technology and vocational training, faculty development programs, start-up for new programs, and retraining displaced workers and illiterate adults.
1987-89	2. To study and improve the formula funding system for general academic, compensatory, and technical and vocational courses to eliminate dual rates for similar courses.
1987-88	3. To review and recommend a process for inclusion in contact-hour formula funding of the recapitalization of selected programs based on technological changes.

Target Dates *(continued)*		Goals: Funding *(continued)*
1986-88	4.	To establish, through the appropriations process, a fund earmarked for new program start-up. This fund would allow postsecondary institutions the additional resources needed to be educationally responsive to changing economic conditions.
1986-90	5.	To implement a federal vocational education funding system that incorporates program improvement and development unique to Texas.

Goal VI: Evaluation

Evaluation of programs occurs on an ongoing basis through the Coordinating Board, the Southern Association of Colleges and Universities, as well as through specialized accreditation that requires additional evaluation.

Each postsecondary technical and vocational program will be evaluated every five years to determine closure (sunset), renewal, or revision of the program. Additionally every five years, each postsecondary institution will review and renew its adult short-term course offerings based on local labor market information and planning data.

Evaluation priorities will be given to the following: instructional practices, programs, and resources utilized; student services offered; identification of needs, competencies, and employment opportunities for new and improved programs and courses; curriculum development; industry linkages; success rates of the students; follow-up of students and employers; articulation with high schools; and student outcomes.

Target Dates		Goals: Evaluation
1986-87	1.	To establish a planning, monitoring, and evaluation system for the evaluation of postsecondary technical and vocational programs and courses to assure compliance with quality standards and efficient use of resources.
1987-89	2.	To develop and disseminate a guide for the effective evaluation of ongoing programs and courses as well as the planning and evaluation process for new programs.
1987-91	3.	To evaluate all programs of technical and vocational education in Texas at the public postsecondary levels.
1986-88	4.	To develop a system for evaluation and follow-up of assessment, remedial and academic/vocational support services provided to disadvantaged technical and vocational students.
1987-89	5.	To initiate and conduct a comprehensive study of current reporting systems and requirements with regard to both state and federal regulations in order to establish a simplified, systematized, and organized set of reporting procedures.

Goal Area VII: Delivery System

The public education delivery system for Texas postsecondary technical and vocational education is comprised of community and junior colleges, Texas State Technical Institute, selected universities, as well as local school districts. This delivery system includes the faculty, facilities, laboratories (campus- and business-based), and other critical resources necessary for quality instruction.

The current strength of the delivery system is its diversity and flexibility to meet state, regional, and local needs within a coordinated system. Funding for this delivery system comes from federal, state, and local taxes; business and industry resources; and student tuition and fees. Federal dollars are also allocated for the purpose of meeting the excess costs necessary for special populations to be successful in technical and vocational programs.

The strength of postsecondary technical and vocational education lies largely in the flexibility of the institutions that deliver it. The task of the Coordinating Board is to provide statewide direction that allows and even encourages institutional initiatives within established parameters. It is the role of the Coordinating Board to provide statewide coordination in the best interests of Texas citizens, while preserving the flexibility and autonomy of institutional governing boards to act in the unique interests of their own communities.

Regional planning in the delivery of training provides for the identification of needs within the region, the identification of entities that can deliver training that meets those needs, as well as the coordination of those programs. Each school district, community college, Texas State Technical Institute, or other training entity would not continue to develop and offer programs in isolation. The programs offered would be determined on a regional needs basis.

The diversity of the delivery system will form both the greatest opportunities and the greatest challenges in the future. It is increasingly important to have a high-quality, effective, cost-efficient, nonduplicative, adaptable, responsive, and flexible system of the delivery for Texas.

Target Dates	Goals: Delivery System
1986-91	1. To provide postsecondary technical and vocational education programs and courses through a coordinated delivery system that is responsive to both state and local needs.
1987-91	2. To develop and provide start-up funding for a telecommunications network to expand delivery of technical and vocational education and training. This network could provide: a. Access to laboratory courses requiring expensive high technology equipment and facilities. b. Supplemental and upgrade training delivered directly to industrial sites. c. Faculty development workshops delivered directly to campuses, greatly increasing availability and reducing cost.
1987-91	3. To develop a plan for greater involvement of the private sector in recruiting students, upgrading programs, and providing training sites.
1986-91	4. To require faculty who teach technical and vocational courses in associate degree and certificate programs to have both academic preparation and work experience.

Target Dates *(continued)*	Goals: Delivery System *(continued)*
1986-91	5. To develop instructional materials that reflect current technology.
1986-91	6. To promote the utilization of apprenticeship, cooperative education, and internships as cost-effective methods of delivering instruction in appropriate occupational areas.

Goal Area VIII: Private and Public Partnerships

Preparing a literate and trained work force to be available for economic stability and development in the future is a task that requires a true joint partnership between the private and public sectors. The opportunity and challenge exist within the next five years to move beyond rhetoric into true joint partnership for planning and delivering postsecondary technical and vocational education training. The focus must remain centered on the concept that postsecondary technical and vocational education, the public, and the business community of Texas have to travel the same path to form solutions for the state to shift, change, and successfully embrace the 21st century.

Barriers to expanding the technology laboratory to include the broader community, business/industry, and service providers must be removed. Efforts to maintain the current critical mass of services must be maintained, and new methods for the delivery of services must be developed and implemented. A clear example is the decentralization of health care. This becomes a problem area to be solved by all of the stakeholders, not just one group.

A common partnership of joint planning, facilities, laboratories, delivery, and evaluation must exist between community, business, and industry. The business uses the best of the generic occupational and basic education, while providing the specialized training necessary for the business' own competitiveness and survival.

Target Dates	Goals: Private/Public Partnerships
1987-89	1. To develop and implement structures and strategies to maximize the use of business/industry/labor representatives, professional or trade associations, as well as other resources as a critical part of the total postsecondary technical and vocational delivery system.
1986-88	2. To formalize the state's recognition of employer expertise as critical to determining quality technical and vocational education by appointing an advisory board which has as its primary function the ongoing analysis of needs, projections, and demands in the current and future work place.
1986-91	3. To require each degree and certificate program approved at the state level to have the direct involvement of the appropriate business/industry/labor/public sector in the development and evaluation of the program.
1986-89	4. To encourage contractual arrangements between postsecondary institutions, business and industry, municipalities, and other state agencies.

Target Dates *(continued)*	Goals: Private/Public Partnerships *(continued)*
1987-91	5. To encourage, expand, and facilitate partnerships between the private sector and the postsecondary institution for the purpose of:
	a. Stimulating job creation and retention.
	b. Developing joint agreements for sharing and expanding common resources.
	c. Providing a series of internships or on-site training for faculty at business or industry work sites.
	d. Providing work sites as training sites for future workers.
	e. Developing formal incentive programs.
	f. Ensuring quality participation on advisory councils by business and industry.
	g. Responding readily to the rapidly evolving nature of regional and local labor market needs, technological advances, the demographics of the available work force, and the technical and attitudinal development of postsecondary vocational students.

Goal Area IX: Economic Development, Competitiveness, and Stability

The backbone of the overall economic stability and development of Texas, both currently and toward the year 2000, will continue to be *the ability and flexibility of the technical and vocational education and training delivery system to meet current needs, to project to the future, and to be a partner with industry for the efforts necessary for the state and the local area. The state as a whole will only be as strong as the overall economic welfare of local area business and citizens*. Meeting the training and retraining needs of persons, in and for the work force, will require an all-out joint effort by education and industry. Due to the frequency of changes, it is envisioned that training and retraining will become synonymous with "lifelong learning." Postsecondary technical and vocational education, with its flexible short-term courses and its quick response to identified needs, will become the "rapid response team" in helping industry keep up with change.

Target Dates	Goals: Economic Development
1987-90	1. To develop flexible processes for matching private and public sector resources to provide job upgrading and retraining necessary for companies to remain competitive in Texas, as well as internationally.
1986-88	2. To establish an economic development clearinghouse utilizing training resources available through public postsecondary institutions, including: a) inventory of current available training, b) studies of changing and emerging occupations and their implications for postsecondary education, and c) current and projected statewide needs analysis. The clearinghouse should provide information describing resources for statewide economic development efforts and recommend the development of programs in areas identified as critical to the state and each local area's economic well-being.
1986-91	3. To identify new, creative, and effective ways to respond to rapidly changing economic development needs as well as changing technology and its concomitant demands. These ways may include teachers with up-to-date training; postsecondary institutions equipped with state-of-the-art materials, equipment, and instructional technology; and expanded laboratories to include business or industry facilities.

Target Dates *(continued)*		Goals: Economic Development *(continued)*
1987-91	4.	To expand the small business center concept to also be a resource center for self-employment opportunities including, but not limited to, information applicable to small business development, training, brokering service to other organizations, counseling, and data base information to connect to economic development efforts.

Goal Area X: Adult Literacy and the Future of the Texas Work Place

If the gap continues to widen between the numbers of literate and illiterate adults in Texas, no amount of research and development nor technology applications monies will lead the state into the 21st century. A major agenda for any legislative, private sector, university, or public education economic endeavor must include our ability to raise the levels of adult literacy in Texas to include basic skills as well as basic technological and information usage skills.

Adult illiterates in Texas include individuals in the following situations:

1. No high school diploma
2. No eighth grade completion or equivalent
3. No adult basic education skills (as has been defined)
4. New immigrants who are monolingual in other than English as well as lacking basic academic skills and basic job skills
5. New immigrants who are monolingual, lacking basic academic skills, but have job skills
6. New unemployed workers who have been successful at their craft or trade, who have high school diplomas, but lack the basic academic skills to retrain (see "Goal Area XII: Displaced Workers")
7. Newly displaced workers who have lost jobs "off shore" and have no GED, basic academic skills, etc.
8. Currently employed workers who lack the general academic skills and theoretical concepts for retraining to meet the needs of the company in order for the company to stay competitive nationally and worldwide.

Target Dates		Goals: Adult Literacy
1986-91	1.	To incorporate into all occupational programs the appropriate and incremental basic skills areas necessary to effect employment, enhance employability, and provide career adaptability skills.
1987-91	2.	To initiate and conduct a study to determine the most effective and efficient delivery system and methodology for the remediation of basic academic skills. To integrate the results into the ongoing efforts for vocational education and technology training.
1987-89	3.	To analyze and prepare recommendations regarding the funding of adult literacy courses and support services.
1986-89	4.	To develop improved delivery systems for training and upgrading the illiterate adult, including interactive video, telecourses, and other telecommunications methodologies.

Goal Area XI: Texas Displaced Workers

During the past year, a new group has become disadvantaged and needs transitional technical and vocational skills in order to gain new employment. This group will continue to emerge in the future. These individuals are displaced or dislocated workers. The new disadvantaged adult is a citizen who has been successful at one occupation or career but is now displaced by unemployment, job trend shifts, companies taking work "off shore," industry shutdowns, or automation, and has one or more of the following characteristics:

1. Deficiency in basic academic skills of reading, writing, computing, communications, and information usage needed to retrain for positions available.
2. Deficiency in basic theoretical concepts necessary for transition into a diversified and automated economy.
3. Deficiency in job seeking, job getting, and job keeping skills necessary to adapt to a shifting work place, such as industrial to automated industrial, industrial to informational, industrial to service based, or agricultural to all of these.
4. Deficiency in career adaptability skills.

Target Dates	Goals: Displaced Workers
1987-91	1. To develop and implement specific strategies to expand efforts to serve displaced and dislocated workers in coordination with the State Board of Education, State Job Training Coordinating Council, and the Texas Department of Community Affairs, as well as with the private sector.
1987-91	2. To connect the postsecondary technical and vocational delivery system with other critical groups to develop a flexible, effective model that can be utilized throughout the state for retraining dislocated and displaced workers.
1987-91	3. To fund short-term, intensive, adult vocational training programs as well as remediation intensive courses needed in the retraining and technology skills transfer processes.

Goal Area XII: Emerging and Impacting Technologies, Occupations, and Industries

Technology, more efficient methods of production, and worldwide competition have created a work environment in Texas that is constantly changing. The challenges faced in industry and educational institutions in preparing persons for careers that are forever changing are taxing the institutions to the maximum: the skills of yesterday's graduates are falling short of today's job requirements. New technologies in the manufacturing and service sectors of the economy are altering the kinds of jobs available in Texas, creating emerging occupations, and changing the competencies required in existing occupations. Continuous education is mandatory in many occupations.

For postsecondary programs to remain flexible, technologically current, and able to meet employment demands, postsecondary institutions must utilize new or improved planning techniques for identifying emerging or impacted technologies, emerging occupations, and targeted industries.

Target Dates		Goals: Emerging Technologies
1987-91	1.	To promote and fund studies to identify emerging technologies and occupations, their impact on the Texas work force, and their significance for postsecondary technical and vocational education training and retraining. From these studies, the Coordinating Board can identify and fund prototype programs for emerging occupations, identify changes necessary to upgrade existing programs in impacted occupations, and provide program planning information to postsecondary technical and vocational institutions.
1987-91	2.	To approve for funding selected prototype programs in emerging or impacted occupations.
1987-91	3.	To fund state-of-the-art grants encouraging instructional innovation and applied research in emerging technologies.
1987-91	4.	To monitor and utilize the results of the priority research areas for the state and interpret into needed technology training and education as the research is developed into prototype production and finally transferred into the economy. These priorities for the next five years will include:

Agriculture/Biotechnology/Biomedicine
Energy
Materials Science
Microelectronics
Marine Science/Aquaculture
Aerospace
Telecommunications
Manufacturing Science
Automated Manufacturing and Office Automation

The Year 2000—A Scenario

A scenario is a planning tool utilized to forecast the future. It permits conceptualization and visioning for the purpose of charting a course for the future. That is the intent of this section.

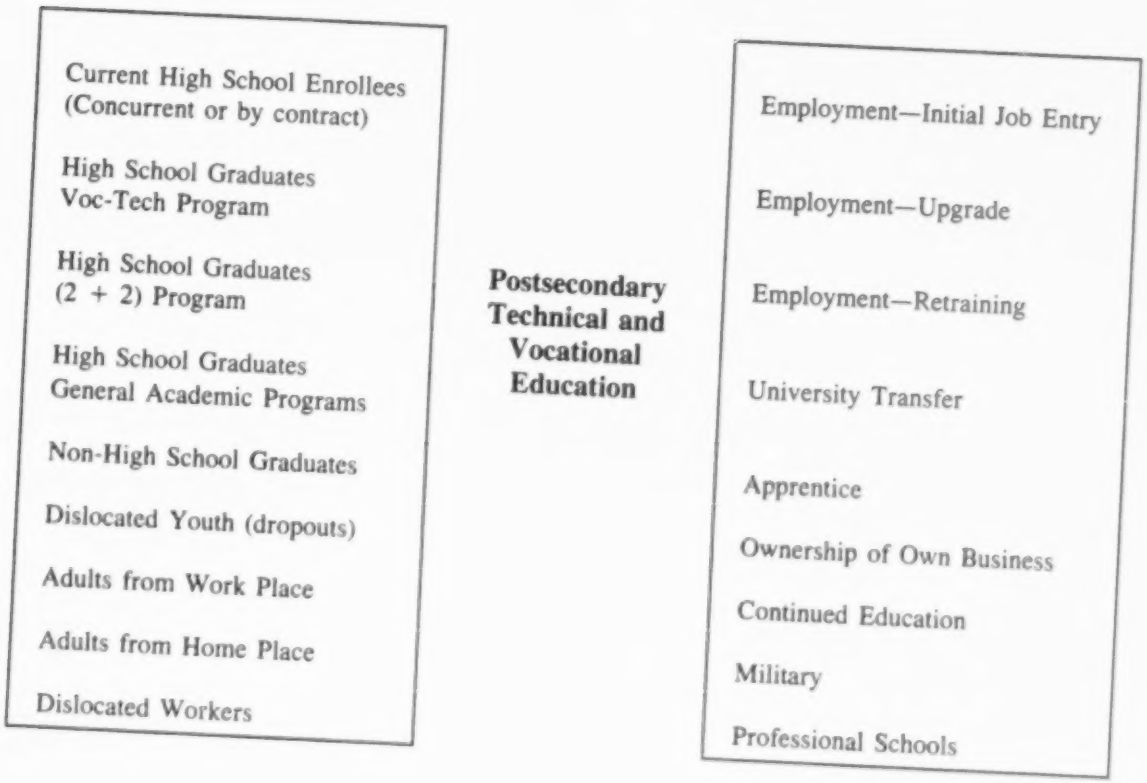
To meet the diverse needs of the adults in Texas in the year 2000, the postsecondary technical and vocational education delivery system will be a supra-facility that combines state-of-the-art, state-of-the-work place, and state-of-the-technology within business-based and campus-based laboratories. In conjunction with this laboratory, there will be a teleport for transmitting and receiving interactive computer and telecommunications programs.

High quality faculty will provide competency-based programs and courses for career adaptability, occupational degrees, vocational certificates, and technological training on a continuous basis to develop technological competencies, general education competencies, and "skills to last a lifetime."

Access to the supra-facility will be available to individuals of different income levels, age, sex, and ethnicity, as well as those with diverse economically or educationally academic and cultural backgrounds to start wherever they are and to achieve success in their selected education and career goals. Additionally, access will be available to business and industry for updating and retooling.

Figure 1

Articulation
The Diversity and the Connections



Part III

Regional Planning

Regional Planning

Introduction

The purpose of regional planning is to enhance economic development in Texas through the management of activities that extend beyond the boundaries of a particular training entity, e.g., school district, community college district, Job Training Partnership Act service delivery area. It further links education and training with the regional needs of business and industry. As a result of effective regional planning, programs can be planned and implemented in a complementary manner which makes training available without unnecessary duplication. The ultimate goal is to increase the efficiency and cost effectiveness of matching and delivery of training with jobs that are and will be available.

Currently, statewide, there are 16 agencies and 32 boards or commissions charged with occupational skill training. The services delivered by these entities are often duplicative, yet training needs continue to exist in many areas of the state. The agencies with the broadest charge for occupational training are: Texas Education Agency; Coordinating Board, Texas College and University System; Texas Department of Corrections; Texas Rehabilitation Commission; Texas Department of Mental Health and Mental Retardation; Texas Youth Commission; Texas Department of Community Affairs; and the Department of Human Services. Regional planning can coordinate the activities of these entities.

Regional priorities would be established based on unique employment characteristics of the region but deliver training that meet those needs but also the coordination of those programs. Each school district, community college, or other training entity cannot continue to develop and offer programs in isolation. The programs offered should be determined on a regional need basis.

Regional priorities would be established based on unique employment characteristics of the region, but would generally follow statewide trends. The regional planning configuration would then design and develop delivery systems that matched training needs with training deliverers. In some cases, the needs may be at the secondary level, while the deliverer may be a postsecondary institution. In other cases, the need may be in one school district, while the deliverer is another district. In cases where no delivery system exists for skill training in a particular occupation within the region, there may be a need to assign training responsibility for that occupation to an existing training deliverer.

At this time, several regional structures exist. Most of the state agencies that provide training services have some intermediate entity with responsibility for designing and planning the training conducted by that agency within a large geographic area. There is overlap among the populations to be served and the configurations of these regional designations. However, the primary entities are 24 state planning regions, 34 private industry councils, 8 higher education planning regions, and 20 regional education service centers.

GOAL:
ORGANIZATION AND MANAGEMENT
Regional Planning

Objective

Implement a regional planning structure for delivering education and training programs, services, and activities.

Development Strategy: Establish a three-tiered system that includes broad-based statewide planning, regional planning, and local planning and implementation that will assure equitable access to programs, programs with adequate depth and scope, programs that are cost effective, and programs that enhance the economic development of Texas.

Management Action Plan

1. Utilizing discretionary funds, conduct pilot projects designed to develop a regional planning structure which: (a) establishes regional planning committees to coordinate education and training programs, services, and activities within a region; (b) provides incentives to promote communication and resource sharing among all service providers in a region; and (c) promotes sharing of ideas of effective methods to improve education and training in a region.

2. Based on the results of the pilot projects, make recommendations for necessary revisions to statutes, rules, or other public policies to establish a three-tiered system for an effective regional planning structure for delivering education and training programs, services, and activities.

3. Implement regional planning for vocational-technical education throughout the state.

GOAL: Organization and Management—Regional Planning

Development Strategy:

Establish a three-tiered system that includes broad-based statewide planning, regional planning, and local planning and implementation that will assure equitable access to programs, programs with adequate depth and scope, programs that are cost effective, and programs that enhance the economic development of Texas.

Management Action Plan	Outcomes	Time Frame
Utilizing discretionary funds, conduct pilot projects designed to develop a regional planning structure which: (1) establishes regional planning committees to coordinate education and training programs, services, and activities within a region; (2) provides incentives to promote communication and resource sharing among all service providers in a region; and (3) promotes sharing of ideas of effective methods to improve education and training in a region.	• Identification of appropriate regional planning boundaries • Development of comprehensive processes for using labor market information for the planning and evaluation of new and existing programs • Identify the appropriate membership structure for regional planning committees	• Develop and fund proposal—Winter 1987 through June 1988
Based on the results of the pilot projects, make recommendations for necessary revisions to statutes, rules, or other public policies to establish a three-tiered system for an effective regional planning structure for delivering education and training programs, services, and activities	• Recommendations for statutes or rules necessary for the establishment of an effective regional planning structure	• Transmit to the 1989 Legislature the State Board of Education and Coordinating Board recommendations regarding regional planning for vocational education and employment training—November 1988
Implement regional planning for vocational-technical education throughout the state.	• More effective utilization of available resources by education and training entities in a region • Economic development will be enhanced through regional planning for education and training • Students will have access to high quality education and training designed to meet regional employment needs • Recommendations regarding emerging technologies that will impact new and/or existing programs • Recommendations for utilizing discretionary funds to enhance the regional planning process	• Full implementation of the regional planning structure—September 1989

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
January 1987
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